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Henri Gheon and the
Lesson of Tradition

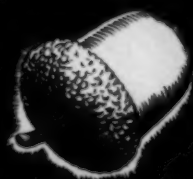
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Contemporary Catholic Authors: Henri Ghéon and the Lesson of Tradition

By HERBERT M. WILLGING, PH.D., Associate Professor of French,
College of New Rochelle, New York

Henri Ghéon was born in 1875 at Bray-sur-Seine of a Catholic mother and a non-practicing father. He made his first communion piously but the atmosphere of unbelief which was predominant in his environment, together with the secular education he received and the pernicious example of Catholic acquaintances whose sense of virtue was often inferior to that of others living outside the Church, led to loss of faith at the age of fifteen or sixteen. The abstract explanations of Christian doctrine to which he listened for an hour or two each week in high school left him cold. Experience had not yet translated them into the living realities of heroic Catholicism.

In 1893 Ghéon began to study medicine at Paris. His first contributions to the fields of the novel and the theater were made when the school of Naturalism had reached its apogée. (Huysmans, who had first defended the tenets of the same school, concluded by writing *La cathédrale* (1896), *Les foules de Lourdes* and *Sainte Lydwine de Schiedam*). On the other hand Ghéon was more or less impressed, with those of his generation, by the work of Verlaine and Rimbaud, later by that of Péguy and Claudel.¹

The Symbolist thirst for the ideal struck

a responding chord in his temperament, as had also the Parnassian idea of the nobleness of art, the necessity of restricting it to its esthetic function as the hand-maiden of beauty.²

After several publications devoted to art and literary criticism Ghéon made voyages to Italy, Greece and Asia Minor.³ Then came the war and enlistment, followed by four years at the front. In 1915 the death of an acquaintance, Dominique Dupouey, *lieutenant de vaisseau*, occasioned his return to the Church. It was by the example of Dupouey (whose conversations with Ghéon at the front did not center on religious topics) that the grace of faith came to Ghéon, overcome directly by the testimony of a life guided by natural and supernatural ideals: religion, country, the family.

Henceforth Ghéon's literary effort — and all his effort — was to be based on the postulate that man is not a creature bound by the law of chance, but a free-moving force in the divine plan. His mission: to bring Christ back to man, to France, and to art.

The conversion of Henri Ghéon, though abrupt, was deep-rooted. It was not built

1. Before his conversion Ghéon read the work of Claudel with respect but was left unmoved by its religious message.

2. Since his return to the Church Ghéon has become convinced that art must be correlated to man and his end which is salvation. Art must serve. Pure art serves best when it expresses in adequate form the convictions which are the driving force of the artist.

3. In the company of Gide, his close friend. It was through Gide that Ghéon met Dupouey. Cf. below.

on the shoals of fideism but on the firm rock of Christian dogma and the philosophy of Thomism. As a playwright, novelist, biographer and poet he has shown himself penetrated with mysticism, but he has been no less strongly attracted by the dialectic of Maritain and the new Scholasticism, and by the reasoned element in twentieth century classicism.⁴

Ghéon wrote an account of his conversion, *L'homme né de la guerre*, to give testimony of the effect of grace at the turning-point of his life.⁵ If after 1915 his work has been chiefly devoted to topics of religious interest, the reason is clear: first of all, these subjects have occupied a primary place among Ghéon's own interests. The titles of his books are the sign-posts which mark the road he has followed in his search for truth. Secondly, the tradition of French letters was singularly lacking in works bearing on religious themes, owing partially to the pseudo-classic misconception that the Christian supernatural should be kept out of letters.⁶

To suppose that Ghéon and his school limit themselves to writing plays on strictly religious topics would be to misunderstand completely the significance of their

movement. Ghéon, with others, has done for the drama what Mauriac helped do for the novel; he has constantly felt that the greatest drama is the struggle of a soul for its salvation. Thus he has written plays for the "profane" public, uninitiated to the special beauties of the religious drama. In these plays, as also in the novel, he has striven to "present evil in all its horror, without attenuation".⁷ But let us note, the picture of reality is meant to attain completeness: both good and evil, innocence and guilt, sinners and saints. Like Mauriac, Ghéon has attempted to satisfy the modern desire for a more penetrating observation of human psychology and a keener exploration of the Christian conscience.

He has contributed toward filling in the gaps on which classicism had turned its back in the course of preceding centuries. Naturally and spontaneously he has dwelt on themes of religious interest for the same reason that the artists and craftsmen of the Middle Ages did so: because he (as they were) is thoroughly Catholic in mind and heart.

The life of Ghéon and the work which mirrors it is significant because it is in harmony with the evolution of the modern Catholic temperament. For generations France has been groping toward a spiritual renewal, a change which would be essentially a return to vital traditions. Since the day of Chateaubriand, more insistently and more acutely since the day of Barrès, free spirits have brought to letters a more troubled scrutiny of themselves and of their national origins. "Pay heed to the voices of your dead," Barrès had cried out, as he sought the key to the lives of the innumerable gen-

4. The relation of Ghéon to Maurras would merit further study.

5. On the relation of faith to reason see his *Triomphe de saint Thomas d'Aquin*. The topic was suggested by Maritain, for a spectacle presented before the students of theology at Louvain.

6. Romanticism, stressing the importance of the individual, the relative, the particular, showed a tendency to oppose national, provincial and local elements to the "universal" ideal of Classicism (17th, 18th centuries) and turned from the inspiration of antiquity to history, novels and dramas founded in the French past. The Christian element in this past could not help attracting the attention of writers more and more in the course of the ensuing century. Hugo in his preface to *Cromwell* wrote: "Le christianisme amène la poésie à la vérité . . . Le point de départ de la religion est toujours le point de départ de la vérité . . ."

7. Sometimes with great literalness. In the novel, however, he has avoided the intense objectivity of the masters of realism.

erations that had preceded him. "Respect the beliefs of your ancestors; only thus will a true development, conceived within the structure of the past, become possible." Ghéon and his school have gone further. Not content to pay tribute to the beliefs, the customs of their fathers, they have tried to revitalize the spirit of the past. Accepting it as truth, they have set themselves the task of conveying the torch to the generations of the future.

Ghéon's return to the Middle Ages is a characteristic feature of the Catholic revival. The Romantic school exploited the Middle Ages partly in reaction to Classicism à la Boileau, partly in quest of a new spiritual set of values, after the experience of eighteenth century Rationalism. The mediaeval had in the main been neglected since the Renaissance. In spite of revolutionary campaign tactics the Romanticists were in their cult of the Middle Ages more authentic traditionalists than their classic and pseudo-classic predecessors. They sought, whether consciously or not, to give back to France a vital part of herself, a real factor in her development deprived of which she had progressed but limpingly.

Romanticism pointed the way but did not succeed in re-integrating the Middle Ages, not realizing fully their authentic significance in the growth of France. Though it fought against the intellectualism of the Encyclopedists, the Romantic school was nonetheless seriously compromised by the influence of eighteenth century philosophy. Proclaiming or implying the priority of emotion, of the will, of instinct, of the senses, over reason,⁸ certain Romantic writers thought to

break away from the spirit of the immediate past, but in so doing divorced themselves from the Church⁹ which proclaims the dignity of the intellect, though not to the exclusion of a sane emotional development.

Yet the Romantic quest for a more satisfying spiritual order contributed to the formation of a new sense of the infinite, a turn away from the scientific materialism of the Sensualists and toward a religious ideal. However, the Symbolist school, a successor to Romanticism, continued to underestimate the rôle of reason, and while recognizing mysterious, impalpable forces moving behind the screen of the senses, leaned toward an interpretation of man's destiny in terms of the subconscious and the unconscious. A fatalistic philosophy was a not illogical result.

Among the Symbolists and their followers not all accepted such an interpretation. Verlaine by his conversion pointed the way to more solid ground: the doctrine and authority of the Church. While among the dramatists of today Maeterlinck continues Symbolist tendencies along lines of fatalistic nihilism, Claudel and Ghéon have progressed from the troubled yearning of Symbolism to the intellectual satisfaction of Catholicism. They have immersed themselves in the atmosphere of the Middle Ages. Whereas Renaissance Humanism, eighteenth century Rationalism and nineteenth century Naturalism have often been united in their attack on the mediaeval ideal, the modern revival is a return to it, or better, a normal development of it. The modern Catholic writers, unlike the Romanticists, are not won over by

⁸ Ghéon blames Romanticism for being excessively Germanic, breaking from the classic-Christian tradition. (*Partis pris*)

⁹ Ghéon defines Romanticism as an absence or separation from God and a thirst for God.

its surface qualities;¹⁰ they sap their inspiration from its roots, adapting its message to the modern scene.

With the spontaneity, the joy,¹¹ the democratic sense of realities which marked the old farces, Ghéon has combined much of the sincerity, the color, the directness and fervor of the mysteries.

The lessons taught by mediaevalism have made possible a fuller interpretation of the human personality. The Renaissance, steeped in classic antiquity, was artificial and academic, often pagan. The seventeenth century, though Christian, was (here again with exceptions) academic and aristocratic. The Romanticists, often democratic (at least by intention) and groping toward spiritual renewal, oscillated between humanitarianism, voluntarism, scientism, rationalism and so on, while hesitating to accept the spiritual program imposed by Catholic dogma, the divinity of Christ, original sin, the institution of the Church. Finally, nineteenth century realism and naturalism, fed on the marrow of philosophic evolutionism, continued to formulate a materialist democracy which would substitute the doctrine of Darwinism for that of Christ. Against all these tendencies the new Scholasticism has continued to assert the essential dignity of man and the rôle of the Church which proclaims the efficacy of reason to ascertain truth, the power of the will to grasp it and mold it into living realities.

For the first time since the sixteenth

century revolt a considerable literary group has combined the Catholic with the democratic spirit. Mediaeval literature had succeeded, particularly in the theater, in effecting this vital combination. Here again the influence of the Middle Ages on Ghéon's concept of life proves itself logical, necessary. It is not a fad. It is a basic step forward, a normal harmonious development. The qualities of Ghéon's theater and of the personality from which it springs resemble those of the thirteenth century.¹² He is popular, democratic and Catholic, simple, natural and realistic. *Democratic*: but not of the school of democratism that would make men equal by their common descent from brute matter. Equal in Christ. *Catholic*: even to the acceptance of the principle that salvation is more immediately important to man than Art with a capital A. Art is the expression of the beautiful, but like truth and goodness, beauty finds its source in the Creator of all things. Art for the sake of Art? If properly understood; but art cannot survive without God. Art must serve. It must bend before reality, humble itself to its station. The artist is not a creator; he is an artisan. If he loves art for its own sake, let him be anonymous like the mediaeval singers of epics, like the builders of the cathedrals. Only thus will art be true to itself, and to its purpose. Inspired by truth and charity it will not sink to propaganda, nor be accused of it, any more than nature itself, which reflects the ordered intelligence of the divine reason. Art which subjects itself to the real, which observes, perceives and judges in a spirit of honesty,

10. I.e., local color, adventure, etc. The Romanticists cleared the ground for a return to the Middle Ages and grasped intuitively the profound changes it implied. Cf. Mme. de Staël and others.

11. Compare with the acrid dissolvent of 18th century satire, and with the pessimistic temperament of Rousseau and some Romanticists, bogged down with the melancholy which springs from sensuality.

12. Because instilled and guided by the same institutions. But Ghéon himself is a product of our own times. He has not "recaptured" the Middle Ages, or any other period, in his plays and had no intention of doing so.

and expresses itself in a spirit of simplicity, has no need for propagandizing.

But as an honest Catholic who has returned to the Church, Ghéon hopes that his plays will lead others back to Christ. The motto of the *Compagnons de Notre Dame*, who presented many of his plays under his own direction, was worded thus:

*Pour la Foi, par l'art dramatique;
Pour l'Art dramatique, en esprit de foi.*

This code is in harmony with the final end of art: the drama of Ghéon is intended to be first and foremost artistic.

In practice he has not chosen to remain constantly and rigorously objective in his presentation of reality as he sees it. He has occasionally used the novel (if not the theater) for the expression of individual ideas and attitudes that are not an organic element of its structure. Thus in his *Jeux de l'enfer et du ciel* he might have omitted certain asides, casual observations which diminish the dramatic effect of the story, making visible the strings that attach the puppets to their manipulator. Ghéon in this respect disregards the policy of the nineteenth century realists and adopts the procedure of Hugo and Balzac. Yet such omissions would not have compromised in any way his artistic theory that art must serve, that the artist's intellect must be allowed free play in the work of art.¹³

Art serves best by being true to itself, by being sincere in its adhesion to what it considers beautiful. If a play or novel renders homage to reality, if it is an hon-

est product of the writer's personality and experience, he has accomplished all his mission.

Under these conditions, art is not a substitute for thought; the intellect of the artist is given full play. The formal beauty of the work of art is sustained by reason, which is allowed freedom (but not license) of expression. The artist, instead of sheltering his weakness within the pale precincts of the ivory tower, displays his strength, his integrity, by descending into the arena, and proclaims his sincerity by expressing, though strictly *within the forms of his genre*, the convictions which are the basic motivation of his work and of his being.¹⁴

Ghéon, Claudel, Mauriac and others of their school have worked for a synthesis of the constructive elements that have directed French letters throughout the past: a synthesis cemented by Catholic dogma.¹⁵ Ghéon is not an archaeologist, nor a philologist devoted to historical research. He is in his outlook and in his technique a modern impressed with the fact that the centuries following the Middle Ages were misguided by the essential error of the Renaissance which, instead of consciously developing along previous lines of growth, attempted a new beginning, on the grounds that the structure it repudiated had become thoroughly undermined. Ghéon's achievement indicates that on the contrary it would have sufficed to clear away the weeds, and cart off the débris.

13. The idea that art must serve is a corollary of the doctrine that the final end of man is to know, love and serve God. The true artist, being human, is obliged to produce works that are not a voluntary contradiction of this first paragraph of the catechism. A consciously irreligious or immoral work of art is essentially a contradiction in terms. Falsehood and immorality are types of artistic negation. Cf. Maritain, *Art and scholasticism*.

14. These principles are not new; the Romantic theorists, for example, expressed them over a hundred years ago.

15. Before his conversion Ghéon had written: "Depuis le XVII^e siècle, notre patrimoine national s'est accru de l'apport anglais de l'*Encyclopédie*, du romantisme, de la philosophie allemande, de l'impressionisme, de la psychologie russe et scandinave, du symbolisme, de l'exotisme, et de toute la musique des siècles..." (*Nos directions*, p. 131.)

Ghéon does not condemn the constructive efforts of the Renaissance, of seventeenth century classicism, of Romanticism, of Realism and of Naturalism. Like the Renaissance he has studied in the school of antiquity,¹⁶ whose theater the mediaeval playwrights had not had the opportunity to assimilate. Like the seventeenth century he recognizes the desirability of fusing the classic with the Christian ideal. With Romanticism he has sensed the need for a richer, fuller expression of the human personality than that provided by the eighteenth century Encyclopedists, and a more profound interpretation of the values expressed by the words: Infinite, Mystery, Poetry, Religion. With the Romantics and Symbolists Ghéon has likewise cast off the literary baggage maintained by the pseudo-classic school: unities of time and place, artificial metrical conventions, and so forth, and adopted the Shakespearian principle which allows for the intermixture of the tragic and the comic.

With the schools of realism and naturalism he grew up conscious of the tendency to subordinate fancy to fact¹⁷ and of the need for interpreting the achievements of modern science—natural, social and political—in the light of fundamental principles. If our modern age is brutally concrete, suspicious of flights into the imaginative, avid for the "facts" of history and science, "slices of life" in the novel and drama, it is critical because in the past it has so often been betrayed.

In Ghéon it will find realism, the realism of the Crucifixion, the somber realism of the Spanish masters, enlivened with the sparkle of Gallic humor. It is

a realism which does not arbitrarily black out certain values whose existence the Christian believes demonstrable: man's faith in man, in life, in democracy, above all, in Christ. Ghéon's realism lives equitably and cheerfully in the company of faith, hope and charity. It is modern yet ingenuous, penetrating yet sympathetic, democratic but without compromise of principle, gay with an abundant humor that sacrifices little or nothing to superficiality.¹⁸

Thus Ghéon's return to the Middle Ages marks a return to reason, a renunciation of the intolerant rationalism of Voltaire and D'Alembert, as well as of the irrationalism of Romanticism and her offshoots, Symbolism and Modernism. Rejecting Naturalism in order to transform it he has indicated a means of fusing the real and the ideal, so as to save the first from degradation and the second from madness.¹⁹ If against the sins of Romanticism one may still assert: "Rien n'est beau que le vrai", one must also cry out against the excesses of Naturalism: "Rien n'est vrai que le beau". Between truth and beauty, emanating from the same source, there can be no essential conflict.

It is the conviction of Ghéon and his school that an accurate observation of life and society will of necessity present a picture in intimate harmony with the

18. Ghéon, believing that respect for tradition is essential to progress, has satirized the radical ideology of the Revolution of 1789, condemning its excesses. A sympathetic advocate of liberty, fraternity and the rights of man, from the days of his youth, he has tried to instill a spirit of Christian democracy into literature and life.

19. In 1911 Ghéon wrote: "On a trop ri du symbolisme; d'aucuns en rient encore; on le jugea sur ses folies. Quand on aura fini d'en rire, un beau jour on s'apercevra que ce fut comme le réveil, un peu trouble sans doute, de l'éternel esprit classique qui accepte le vrai, mais exige le beau." (*Nos directions*, p. 25.)

16. Particularly the Greeks.

17. However, he has never sacrificed the former to the latter.

Catholic concept of truth, the Catholic interpretation of the world; a truly realistic literature will find its normal expression within the fundamental structure of Christian doctrine and morality.²⁰ Ghéon the dramatist — as also the novelist, the poet, the biographer — in depicting the struggle of man against man, of man against himself and the world, has found in the teaching of Christ the only satisfactory setting, the only adequate background against which to portray these essential conflicts.

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(Concluded on page 157)

20. The novels of Bourget had set a fertile example.

The Future of Cataloging and Classification

By MRS. JEANETTE MURPHY LYNN,

5489 North Austin Avenue, Chicago, Illinois

This paper was delivered before the Cataloging and Classification Round Table at the New Orleans Conference in April, 1941. A previous article by Mrs. Lynn, "Don't Reclassify", was printed in December, 1938.—Editor.

When Father Bouwhuis outlined what he would like me to say today, he suggested that I discuss the factors involved in reclassification, choosing a classification scheme, desirable procedures, and *ad interim* book service. Three years ago I wrote a short article touching on most of these points, and I thought it would be easy to rearrange these observations, to add the main points of recent developments, and thus present to you a basis for discussion. But when I came to consider what I should say to you, I found that I could not in conscience present to you any such traditional restatement, that my own thinking and the opinions of administrators far better qualified to guide us, had taken up new positions and that instead of suggesting methods and procedures, I must bring for your consideration some re-appraisals of the basic assumptions upon which our technical operation have been postulated.

For this change of viewpoint I am chiefly indebted to two writers whose challenging commentaries are representative of an increasing number of publication which may well give us pause. The first of these is Harvey Branscomb, direc-

tor of libraries at Duke University, whose *Teaching with books*¹ is a librarian's statement of the implications of the enriched curriculum. The other is Fremont Rider, librarian at Wesleyan University in Connecticut, who has been, as he says, "crying in the wilderness" for years, while his own library has taken its place as one of the finest in the East. He presented a paper before the Library Institute at the University of Chicago, in August, 1940, called "Alternatives for the Present Dictionary Card Catalog."² By no means do I suggest complete agreement with all that either writer might advocate, yet I commend them both to you wholeheartedly as stimulants to thinking, and as healthful antidotes to the technical dogmatism which, in the name of library science, too often hampers library service and defeats its own object by an excess of perfectionism. In the latter volume is a chapter by Maurice Tauber of the Graduate Library School, which is the paper I had intended to present to you on *Reclassification and recataloging*, done much better than I could have hoped to do it. I suggest you turn to it if you need help in planning the details of a reclassification program.

For your consideration this morning, I should like to present three basic assumptions, and to suggest some practical means for carrying out their implications.

1. A.L.A., 1940.

2. In W. M. Randall, ed. *The acquisition and cataloging of library materials*. University of Chicago Press, 1940.

It is these assumptions which are radical and unfamiliar. The time at my disposal is not sufficient for me to fully document and justify them, but I should like to suggest the main lines of thought upon which they are based and to open the subject for your discussion.

I. BASIC ASSUMPTIONS

The first urgent consideration for fundamental revaluation of techniques is occasioned by the very high cost of cataloging and classification as modeled upon the practice of the Library of Congress, the 13th edition of Dewey, and the generality of teaching in library schools. Here, I must make an indirect quotation, whose source I have not been able to locate, though I think it comes from a recent number of the *Cataloger's and classifier's yearbook*. It is to the effect that in view of rising costs of technical library processes, unless catalogers revise these procedures, administrators, budget directors and others less qualified to judge what is fundamental and what non-essential, will make that revision in spite of us.

Twenty-five years ago we fought a war to end war. Today we are fighting that same battle over again, and if our memories were less retentive the propagandists would doubtless press into service the same slogan. The campaign of reclassification and recataloging has never ceased, and librarians who began the process years ago are bound to wonder when the ever-receding end of the process may be reached, and what will be the sum of the mounting costs. The only considerable cost accounting³ which has been made showed that cataloging costs reached the staggering total of \$1.83 cents a volume, and it is obvious that reclassification, with

necessary cancelling of old records and removal of old markings, will come to a figure even higher than that. The major portion of this cost is for labor.

It is possible that in institutions where religious act as librarians, there is a tendency to discount these costs because salaries are not involved. If so, it should be remembered that every hour of time spent at a typewriter, with an eraser, or pulling old cards, and reconsidering books is spent at the expense of possible guidance for borrowers, and of other personal services and functions for the present irrecoverable student generation. With library growth technical costs tend to mount rather than to decrease, and the most carefully considered choices of methods and classification schedules are likely to be nullified by the inevitable changes of direction and aims which overtake schools of whatever kind. One astounding example will suffice. Fremont Rider⁴ produces figures for twenty-one of the older university and college libraries, which show that since records began to be kept, many of them in the 18th century, these libraries have doubled their book collections every sixteen years. He also points out that the normal life of a classification schedule, as represented by past experience, is approximately twenty-five years. What changes would you make in the technical program of your library if you knew that you must care for four times as many books as you have in hand, at the time when the tools you have to work with will become antiquated? Would not these changes be in the direction of a very careful choice of that method which is immediately most effective, and which will give the greatest return of service for each unit of cost?

3. Robert A. Miller, Unpublished Doctor's thesis. University of Chicago, 1936.

4. *Op. cit.*

There has been a sort of ritualism and dogmatism among catalogers and classifiers, fostered by library schools, and encouraged by those of us who have been most ardent in attempting to raise professional standards. This attitude has led many of us to regard Dewey as infallible, and the A.L.A. catalog rules as an obligation of faith. This is due no doubt, to that dangerous tendency to confuse the end and the means. But with costs mounting we cannot grant ourselves the luxury of a station-wagon, when a boy's hand-wagon will bring home the groceries, and the family be fed with an added gain of exercise for Junior.

Our first move must be a reorientation of our own attitudes as librarians toward the tools with which library science has provided us. Do not mistake me, this will not take less training in techniques, but more, and with more training a great deal more judgment and critical understanding of the methods chosen or rejected. Eclecticism is a dangerous attitude in philosophy, and it is not an easy road for the librarian, but with increasing expenditures and the functional standards now being applied in all school activities, eclecticism in the choice of techniques is the library's clearest hope. As Arthur Berthold has put it "We have a remarkably well developed professional technique but hardly any professional philosophy. We are still in the dark as to the meaning of our work." If the proper end of our book collections is the cultural and spiritual development of the students who use them, then surely we have no right to interpose a bibliographical monstrosity, I mean the dictionary catalog made on the Library of Congress pattern and suitable to a few of the great

research libraries, between those students and that objective.

This leads to the second fundamental thesis, so unorthodox and revolutionary, that I am sure I shall be called heretic by catalogers and teachers of cataloging who have been my friends and associates. For these reasons let me quote rather than stating my own opinion.

One of the oldest of all the by-words of cataloging, is that the most expensive kind of cataloging is that which has to be done over again. Have we ever achieved a kind of cataloging which does not have to be done over? Dr. Currier of Harvard Library in the *Cataloger's and classifier's yearbook for 1938* says, "It has at times been said that a book should be cataloged in so permanent a fashion that the work will never have to be repeated. I do not believe it." In discussing short cuts, abbreviated forms, we are always met by the bogey "What shall we do when a research student comes in for these books and needs to know the number of plates in each of them, and their centimeter size?" A moment's reflection will tell us that it would be much cheaper if the research student were not able to determine these facts for himself, (as he should), for the head cataloger to spend an afternoon with him helping to discover these esoteric facts, rather than to spend endless, cumulating hours providing these items for every unimportant reprint in view of this remote and perhaps impossible contingency.

The vice of the contention that cataloging should be done for all time, is in the assumption that it is possible to do it in such a way, that there is, in other words, such a thing as perfection or finality of cataloging method, and, by impli-

cation, that perfection and finality of method have now been attained. This same assumption is inherent in our attitude toward most of our library cosmos. We, even more than the pioneers of the eighties and nineties, have been taught and have uncritically assumed that certain things—close classification, relative book location, Cutter author numbers, card catalogs, the dictionary arrangement, central book storage in stack, etc.—represent the ultimate summation of library procedures. This assumption is a partial reflection of the orderly universe, and its attendant "Progress" which underlay Victorian philosophy. From our present relative point of view these assumptions may at least be required to bear the burden of proof. Let me leave this point with a quotation from Mr. Rider:

"Divide and coordinate as carefully as you may, when a classification becomes close, its minutiae are bound, in twenty years, perhaps in five years, to be hopelessly awry. There are hiatuses here, logically inevitable combinations there, an amazing distortion everywhere of what had once been so clear and true.

This truth . . . is obviously not one that has even yet had any influence whatever on the makers of classifications. And, because they have utterly failed to realize that all classifications—good ones and bad ones alike—will be completely outmoded in a few decades, they continue only to expand their already distorted schedules, when, instead, they should be giving the most earnest study to methods by which the basic methodology of classification might be changed to make it a tool continually and easily adaptable to a world in flux. The thing needed now is . . . an entirely new conception of classificational purpose and entirely new methods of classificational processes . . .

. . . Too many of our catalogers are failing to realize that our present catalogs are in no sense a final word, but are rather simply another tiny, slowly turning facet in a gigantic cultural cyclorama . . . They add to, refine and re-refine . . . something that is, after all, only a temporary tool for a temporary purpose, something that inevitably, in a comparatively few years, will have to be discarded and replaced by something different."

With your indulgence I shall let Dr. Rider state the third assumption also:

"We as librarians, must sooner or later squarely face the idea that none of our library tools—buildings, classification, stacks, catalog—are, to use business phraseology, fixed assets; that each is a device of extremely transient efficiency, doomed shortly to make place for something better. But if these are all only temporary tools, useful for only a few short years at best, two deductions are inevitable. First, that each one of them should be done no more completely, constructed no more solidly, than is necessary to enable it to do, with reasonable adequacy, and at reasonable expense, the work immediately in hand for it to do. And, second, that each should be carefully studied, and then contrived, to afford to it the utmost flexibility, so that it may be easily adapted to new concepts of function and changed conditions of use when that time comes."

II. IMPLICATIONS FOR THE TECHNICAL PROGRAM

What change of approach does this program demand of the librarian and of the cataloger? Surely not less efficiency in techniques, nor less technical knowledge. Rather, it demands of him wide acquaintance with the alternatives available, a just understanding of the ends each can serve, a competent judgment of the situation which he faces, and most of all a genuine rapport with the aims

and functions of the institution to be served.

The emancipation of teaching from the reign of the textbook, the enrichment of the curricula, the use of free, guided reading and the use of the classics as a whole, rather than in anthology, opens for the library an opportunity so rare and so unparalleled, that if we fail at this point to grasp it, it will slip from our fingers and the whole school which might have been centered in the library, will have found other means to perform the functions which the library, by its shortsightedness, has relinquished.

Librarians if they are aware of what is happening about them, constantly see professors charging books in their own name so that they may be freely used in the classroom, asking students to pool their buying of needed tools so that the books may be available to the class members without ordinary library restrictions; these and a dozen other ways of evading library rules are signs of library opportunity slipping through the fingers of the librarian. It is when these signs appear that the library may offer its resources and coordinate the entire instructional program into an ordered whole. But this opportunity cannot be grasped unless the techniques are flexible and the cataloging pointed directly at the true function of the school.

Hence it appears that each technical program must be severely home-made, locally adapted, and flexible to local needs and advancing standards. And at every point it should be tested severely not by the standards of the teacher of cataloging in library school, but by the instructional purpose and the most pressing needs of the school.

And now for some practical suggestions of means by which to achieve these

revised objectives. Dr. Branscomb's excellent analysis offers these possible means of reducing cataloging costs:

First, by "including full Christian names and dates (for persons) and full bibliographic details only when these are easily accessible". Exhaustive search for these facts, in my opinion, serves no other end than a mistaken zeal for perfection, as useless as it is unrelated to the intelligent use of the book. Another facet of this problem is the fullness of entry for those books for which printed cards are not available. It appears that full bibliographic cataloging is justified only for those books whose value is bibliographical rather than of subject import. The proportions will vary with the library. University libraries have many such books, high school libraries very few. For purposes of discussion, I submit that no high school, or junior college library should use a cataloging code more elaborate than Miss Akers' *Simple library cataloging*.⁵

Second, by selective cataloging, that is by the free omission of subject headings for books in foreign languages, and of secondary entries (translators, titles, etc.) for out-of-date books, for obsolete editions for technical treatises or abstruse subjects, I should very much like to experiment with a policy of keeping old books of unproven worth on a simply labelled shelf near their better-known confederates and then periodically to challenge their right to the rental their presence is costing. Dr. Branscomb suggests leaving without or with very limited cataloging, public documents, dissertations, and separates, and may I add, periodicals. Any publication well-indexed in recognized bibliographies or library tools might very well be entered in the catalog with only enough data to prove its presence in the library.

Third, by reclassifying "only when several different systems have been in operation with chaotic results". Close classification is breaking under its own

5. 2d ed., rev. A.L.A., 1933.

increasing weight. At best, studies show it brings together less than a third of the materials available in a good library. In a smaller library it may fail altogether if the subject is one on which few full books have been written. How then can we expect a degree of perfection great enough to justify the expense and time of re-classifying? I shall say more of this in a moment.

Fourth, by the use of every cooperative aid, printed card and bibliographical tool which can be obtained. More than ever libraries of the same localities and similar purpose need to pool their efforts and to serve each other.

Finally two related problems present themselves, both connected with the exploration of the subject resources of our book collections. The weakest point in our cataloging service is the alphabetical subject index. Its accidental character, being filed by the chance factor of the first letter of the word, its lack of logical sequence or connection, the limitation of users' vocabularies, the imperfections of available lists of subject headings, the difficulty of maintaining "see" and "see also" references, all point toward a carefully planned revision of practice in this service. There is a constant and often wide lag between current vocabulary and the words used to present these ideas in card catalogs. Compare, for example, the headings in use in *Readers' Guide* and in the subject heading lists.

Miss Upton, Miss Kelley, and others have substantially proved that faculty and advanced students use the subject catalog very little. Bibliographies and previous knowledge take its place and the card catalog is used principally as a finding list of holdings. Mr. Tauber, in the article mentioned above shows that faculty members regard both classification and catalogs as librarians' tools. In

practice catalogers have too often served principally their own pride of craftsmanship. There can be no justification for such expenditure unless their usefulness extends to the patrons of the library.

The other subject service offered by the library is the classification of books. As I have said above the best classification is only one-third efficient in bringing together materials on a single subject. In using the classified books on the shelves, it is often found that the better books are in circulation, so that the user finds only a residue on a popular subject. If a book is good, some one is using it. Classroom libraries, seminars, departmental and divisional libraries are becoming more and more needed for efficient teaching. Yet by just so much as they are provided by that much is the user of the classification deprived of a survey of the library's resources. This would seem to indicate that subject classification should be discarded altogether. Yet I am too deeply convinced of the educational value of a comprehensive, logical presentation of ideas embodied in books to accept so hasty a conclusion. As matters stand, I believe it is chiefly the classifier who is being educated, for without innumerable labels the reasons for progression from one class number to another is well-nigh indiscernible. Is it possible that a single radical move might solve both these difficulties?

In view of these facts, my final suggestion is a revolutionary one, and I offer it not so much because I believe that any of you may immediately adopt it, but because I am convinced that it is the step that subject cataloging and subject classification is sure to take within the predictable future. If we are to determine rather than be moulded by the shape of

things to come we must be aware of the advantages it offers, and outlines of its techniques, I mean the classified catalog.

This tool enjoyed a temporary popularity in America in the late nineteenth century. With the amazing increase of the prestige of the Dewey classification, it retired badly beaten and has taken refuge in the more serious libraries of Europe. It is the form in which the Vatican library only ten years ago began the use of the Library of Congress schedules. Its chief value is for scholarly libraries, but it might well be investigated as a challenge to the ingenuity of school librarians in the face of limited finances and decreasing time for technical operations.

The library which adopts this form of index to its resources will almost certainly be swayed by some one of five considerations: first, the accidental character, incompleteness and lack of logic of alphabetical subject headings; second, by the prohibitive cost of marking books, applying call numbers, with their involved Cutter numbers, to the ten or more records which are made for each title; third, because of the admitted certainty of imperfections and infinality of any classification scheme which may ever be devised; and finally because the classified catalog allows a single book to be in as many places in the classification as it has significance.

As a practical device, in American high schools or college libraries, it seems unlikely that a classified catalog would follow the European pattern, which properly speaking is as varied as the catalogs themselves and no true pattern at all. Rather, an American college might very properly adopt or adapt the Library of Congress classification for the classified

catalog, making generous use of analytics and alternative placements. Soon some courageous librarian will eliminate call numbers entirely, using in their place the simplest of location marks. The books would be grouped on the shelves by the department of instruction, or better as divisional libraries within the outlines of the curriculum. These divisions might well be named, as, for example, the divisions at Stephens College are, humanities, social sciences, natural sciences, and techniques. Such a division will carry back to the instructional staff the responsibility and the opportunity for guiding their students into the intelligent use of library resources as the tools of learning. The library and the librarian provide the tools and the books, but in the final analysis it is the teacher who must give the student the skills of their use.

Briefly, the advantages of the classified catalog as here outlined, are (1) it provides an exhaustive index to the libraries resources, emphasizing the place of an idea in its true relation to other ideas; (2) it recognizes and makes evident interrelationships between subjects ordinarily separated; (3) it makes possible immediate change of classification as need arises, imagine, for instance, the impending modifications in the classification of the literature on vitamins; (4) it offers endless opportunity for interpolating special classifications representing local interests which can stand side by side with conventional forms; (5) if call numbers are used on cards only rather than on books all the works of an author will stand directly together on the shelves and offer intriguing new vistas for study, as well as the possibility of locating them most rapidly on the shelves.

(Concluded on page 149)

News and Notes

VICTORY BOOK CAMPAIGN

From its very beginning the Victory Book Campaign has had the complete support of officers and individual members of the C.L.A. The President, Reverend Thomas J. Shanahan, prepared a letter describing the purpose of the campaign and requesting the assistance of members of the hierarchy. Many of the bishops and chancellors have already indicated their intentions to use Father Shanahan's letter as a basis of an appeal in their dioceses.

BROADCASTS

On January 12 Reverend Andrew L. Bouwhuis, S.J., Vice-President, and Reverend Francis A. Mullin, Executive Council member, participated in a national broadcast over the Mutual System. Father Mullin pointed out the part that the Catholic Library Association could take. In part he said,

You know that our soldiers are reading the more serious works quite extensively. Naturally, many of them would call for religious books. Since about one-third of the men in service are Catholics, it is only natural that they would want some Catholic books. One of our first activities was to furnish two lists of books suitable for soldiers and a third list is now in preparation. We have also furnished volunteer personnel work in camps, have aided in several of the local book campaigns already conducted throughout the country and have aided in library organization in many places.

Ours is a small organization numerically, but our strength is vastly increased from the fact that we work very largely through Catholic schools, from elementary school to the university level. This fact accounts for our increased activity in connection with this Victory Book Campaign. We feel that we can be very helpful in this connection, both in assisting in suggesting the kinds of books to be given, in collecting books and in helping to sort them when they are assembled in various depositories.

Mr. Laurence A. Leavey of the Department of Library Science, Catholic University gave a ten minute address on January 15th from which we quote the following:

As many of the people listening to this broadcast are Catholics, I should like to make an especial appeal for books on Catholic subjects. It may interest you to know that approximately 33% of the men in the armed forces are Catholics. From chaplains and the soldiers and sailors themselves have come requests for books to help them understand and defend the faith. To meet this need the National Catholic Community Service, one of the constituent members of the United Service Organizations, prepared two lists of books for distribution to the U.S.O. clubs operated by it. In addition, subscriptions to seven basic Catholic magazines were entered for these clubs. Meanwhile, the National Catholic Community Service and the Committee on Defense Activities of the Catholic Library Association have drawn

up a list of approximately two hundred books recommended for purchase. This list will be published at a later date in *The Catholic Library World*. Other aids that may be useful in suggesting titles are F. J. Sheed's *Ground plan for Catholic reading*, published by Sheed and Ward, and the Catholic Library Association's *Reading list for Catholics*, and its supplement, published by the Catholic Library Association and America Press.

Finally, I should like to call to your attention the work being done by the Chaplains' Aid Association. This organization of Catholic chaplains, affiliated with the National Council of Catholic Women, seeks to provide spiritual ministrations to the lads in the services. At the present time, they are requesting unused prayer-books, rosaries, medallions, etc., to be distributed at the camps, so that, as one chaplain wrote, "Every Catholic boy who passes through this post has at least the externals to remind him of his duties as a soldier of Christ and his flag." These, then, are two ways for you to carry on the war. You can do your part by bringing your books to the nearest library, having first inscribed your name and address on the flyleaf. And you can send unused prayer-books, etc., to the Chaplains' Aid Association, 401 West 59th Street, New York City. And, please, do it now!

OTHER PARTICIPANTS

The C.L.A. Defense Activities Committee is represented by Dr. William A. FitzGerald on the National Advisory Committee of the Victory Book Campaign. Other members are on local committees as well. Reverend Andrew L. Bouwhuis, S.J., is on the publicity committee for the Buffalo gathering unit, Miss Sarah Wallace (Minnesota-Dakota Unit chairman) on the Minneapolis committee, Mother Agatha, O.S.U., of Wilmington is on a Delaware State Advisory Board as is Father Shanahan for Minne-

sota. Marywood College in Scranton has made a large collection of books with the assistance of its Department of Library Science. An outstanding feature in Friedsam Memorial Library's program of assistance to the service man is its offer to loan books to him whether he be an alumnus of St. Bonaventure College or not. Upon request, any of Uncle Sam's men may borrow any of the library's many thousand volumes for a month's time. This loan service is entirely free and a small part of St. Bonaventure College's contribution to national defense.

CATHOLIC UNIVERSITY LIBRARY SCHOOL APPROVED

The Board of Education of the American Library Association has recently notified the Rector of the Catholic University of America that it had granted accreditation to the Department of Library Science as of September, 1941. Although classes in that subject have been offered at the Catholic University since 1911, and more intensively since 1929, the organization of the present department was not completed until September of 1939. At that time a full-time faculty, new equipment, increased book stocks, an enlarged program of study, and new quarters were assembled for the use of the department. The two-year trial period, required by the Board of Education, was completed in June, 1941; during that time two visits were made by members of the Board for purposes of examination.

The news of accreditation has been welcomed in many quarters because of growing state and academic requirements. The purpose of the new department, in addition to satisfying those requirements, has been to furnish special opportunities

for training in the general Catholic school library field, from elementary school through college and university.

The Department of Library Science is now included in the Graduate School of Arts and Sciences and is under the charge of Reverend Francis A. Mullin, who also acts as University librarian. Miss Sarah Corcoran, A.B., M.S. in L.S. is librarian of the department and administrative assistant. Two general courses are offered, one for college, university and reference librarians, the other for school librarians. Mr. Richard Hurley, M.S. in L.S., has charge of the school library work and Mr. Laurence Leavey, B.S. in L.S., teaches in the college field. Mr. Seymour Robb, B.A. in L.S., who teaches Reference and Miss Anne Cieri, B.S. in L.S., who teaches Cataloging and Classification, cover both fields. The work of Miss Adelaide Hasse in Indexing and in Government Documents is chiefly designed for the college and reference fields. Miss Madelin Krajcovic is the secretary of the Department.

In order to acquaint its students with the varied library facilities in Washington there is held a weekly assembly and discussion period at which outstanding librarians act as lecturers and discussion leaders. Visits to special libraries, the Government Printing Office, and Bibliofilm Service are also incorporated into the schedule.

CORRECTION

The title given Mr. Philip Shay in the January issue should have been Program Consultant of the National Catholic Community Service rather than Program Director, the office held by Mr. Daniel Culhane.

WISCONSIN UNIT

The twelfth semi-annual meeting of the Wisconsin Unit of the Catholic Library Association was held at the Bruce Publishing Co., Milwaukee, November 21, 1941.

Mr. William C. Bruce opened the meeting with prayer and extended a cordial welcome to all assembled. In his inspirational talk, "The Making and Editing of a Book", Mr. Bruce gave the members present the detailed process of book-making from the time a manuscript has been discovered until it appears in book form. The reason for the existence of the Bruce Publishing Company was the concluding thought of his topic: To develop culture and Christian life by reading and thus make a better world and a more enjoyable life.

Sister Mary Carol, O.S.F., led the discussion on teaching the use of the library and library tools. Speakers for college, high school and grade sections respectively were: Miss Lilian Gaskell, Mount Mary; Miss Connolley, Marquette; and Sister Chrysostoma, St. Mary Academy. These lectures gave a complete picture of teaching the use of the library and tools from the fourth grade through college. A discussion, in which librarians reported on how they gave this information to their pupils, followed. Cooperation with the public library, a thorough knowledge of the tools by the instructor herself, and a systematized course of instruction were the points stressed.

Miss Feurer, school supervisor of Kenosha County, commented in a survey she had taken in her schools. The survey gave her a picture of the type of reading done by the 452 seventh and eighth grade pupils who answered the questionnaire. It showed that there is

a great need for better reading in our schools.

Sister Celestine, F.S.P.A., asked for opinions regarding the Catholic High School Book Club. The answer given by Sister Consuela was that classics were usually selected, and it was a way to interest the students in building up his own home library.

Sister Mary Catherine, Viterbo College, LaCrosse, highly recommended *Traffic lights*, a book by Miss Kiely of the Pro Parvulis Book Club.

At the business meeting Sister M. Ildephonse, Messmer, Chairman of the Catholic Book Week, outlined the work done by the association in cooperation with the Home and School Association of Milwaukee, and the far-reaching influences of the work. In contrast to National Book Week, which makes children's books the center of interest, Catholic Book Week, emphasises Catholic reading for children and adults. Sister James thanked Sister Ildephonse and the ladies for the services rendered during the Book Week Celebration. Work on expanding the organization by introducing local activity was suggested, the four major centers being Superior, LaCrosse, Green Bay and Milwaukee. The final aim of all these is to link more schools with the C.L.A.

The meeting of the C.L.A. in Milwaukee in June was called to the attention of the members.

The committees appointed by the Chairman were as follows:

Catholic Book Week Committee: Milwaukee, Sister M. Ildephonse, Messmer; Superior, Sister Mary John, Cathedral; LaCrosse, Sister Mary Catherine, Viterbo College; Green Bay, Still pending.

Election Committee: Sister M. James.

The chairman thanked the Bruce Publishing Company for its kind hospitality. Each member present received a complimentary copy of the *Imitation of Christ*.

CATHOLIC HIGH SCHOOL BOOK CLUB

The Catholic High School Book Club, a division of the Readers' League of America, like the parent organization was established to provide reprints of classics which students could purchase and thus acquire the experience of personal ownership of books. In order to attain the objective of ownership of good books a book club plan was developed whereby each month five different titles of previously published books are submitted to the members from which one title is selected at a cost of twenty-eight cents each. Every fifth month the students who have regularly purchased a book a month for four months receive a fifth book free, which brings the cost per book down to twenty-two cents. The four basic rules of membership are as follows: 1. Any group of fifteen or more students can order from the monthly list of titles offered. 2. Students may obtain only one book a month except with the permission of the teacher or club leader who may, in his discretion, permit them to subscribe for more than one. 3. Students are not obligated to maintain their membership but may leave the club in any month. 4. If a student obtains one book each month for four consecutive months commencing in the fall (September or October) or in February, he becomes entitled to a free fifth book.

Somewhat more complete information will be found in *The Story of a Unique Book Club* available from the Readers' League of America, 100 Fifth Avenue, New York City.

TACOMA BOOK FAIR

Supplementing previous reports on National Catholic Book Week is a note about the Book Fair held in Tacoma, Washington, and sponsored by the local unit of Catholic librarians. The Book Fair was financed by donations from Catholic organizations of the city. About 500 books and a large number of magazines were displayed to hundreds of visitors. The program was built around reviews of individual titles. Inserted in the printed announcement was a mimeographed two-page list of recent Catholic publications available in the Tacoma Public Library.

CATHOLIC BIBLIOGRAPHICAL SERIES

Recently we received a letter from Reverend Stephen J. Brown, S.J., compiler of the *Catholic Bibliographical Series* that the manuscript of a new, corrected and greatly enlarged edition of his *Introduction to Catholic book lore* is ready for publication. Father Brown is looking for an American publisher to handle the work. The entire stock of the first edition was destroyed in the recent bombings in England.

THE FUTURE OF CATALOGING

(Concluded from page 144)

The changeover from an alphabetical subject catalog would be comparatively simple. Since all secondary entries would be undisturbed, subject heading cards could be withdrawn as a group. By rearranging them by call number the majority of them would be properly filed. Duplicates where a book has more than one subject heading would be immediately obvious and these with their own subject number for the added subject heading would be traced like subject en-

tries on the official card. New books would have subject numbers traced instead of subject words. A subject index will need to be provided, and copies of the classification scheme should be ready for consultation. The possibilities of guides for such a catalog are most intriguing. Taking some hints from an article on German classified catalogs which appears in the January number of *The Library Quarterly*, I have made up a very small sample classified catalog. The Library Bureau was good enough to furnish special thin cellulose guides in colors. Each color and position of guide has its own significance. White guides in either the right or left position are major subjects or subject sections. Yellow guides indicate form treatment of that subject. These are cut in thirds. Orange guides are for the divisions peculiar to that subject, which is to say, phase. Green guides are used to indicate place. Those which I have used are cut in fifths and stand in fourth position. Variation of color, or of position would make it possible to choose at a glance any subject of any kind relating to a particular locality. Blue guides standing in fifth position have been used for time division. As for place divisions further variants here would point out graphically all the spots where a particular time division modifies the scope of a subject.

To summarize, let me say that it is not necessarily our cataloging which most needs changing, but rather a change of viewpoint in the cataloger. He needs desperately to acquire a critical approach to his functions, a willingness to modify, to criticize, to discard if need be the traditional way, and finally the judgment to correlate his entire technical program with the aims, the limitations and the needs of the school he serves.

Book Reviews

A.L.A. catalog rules: author and title entries. Prepared by the Catalog Code Revision Committee of the American Library Association; with the collaboration of a Committee of the (British) Library Association. Preliminary American second edition. Chicago, Illinois, American Library Association, 1941. Pp. xxxii, 408. Paper cover. \$6.00.

Preparatory studies for this initial revision of the A.L.A. Code of 1908 began in 1930 under the direction of Charles Martel of the Library of Congress. The completion of the work has finally been affected by the A.L.A. Code Revision Committee under the chairmanship of Rudolph Gjelsness of the University of Michigan. An edition of 1,000 copies was brought out late last summer by the Association for the purposes of criticism. A definitive edition will follow.

As compared with the 1908 edition, the 1941 revision runs to 408 pages instead of 88; it carries 324 main rulings in place of 174 in the earlier edition. The scope of the new publication is substantially the same as that of its predecessor "with the addition of a section on geographic headings and one on added entries and references in Part 1. In the Appendices, new sections have been added dealing with authority cards, incunabula, maps and atlases and music".¹ Part 1 deals with entry and heading which "determine the position which the entry for a particular book will take in a card catalog; the second part, however, deals with the actual description of the book, including transcription of title, imprint, collation, notes and contents".¹ The more extensive expansions of previous rulings are found in connection with serial publications, government documents, religious bodies, anonymous classics, music, maps, definitions, and illustrative examples.

Perhaps no other large body of literature stands to profit so much from the 1941 expanded and

revised edition of the rules as Catholic literature, particularly in respect to the following classes: 1) writings of saints, popes, patriarchs, cardinals, ecclesiastical princes, and bishops (Rules 45-51); 2) publications of societies, such as the St. Vincent de Paul Society (Rule 119); the Catholic Church and the Eastern [schismatic] churches (Rules 129-140, pp. 111-121); provinces, archdioceses, and other ecclesiastical districts exclusive of parishes (Rule 131); Orthodox Eastern Church (Rule 132); Lesser Eastern churches (Rule 133); Eastern churches in communion with Rome (Rule 134); liturgies and liturgical books (Rule 135); canon law (Rule 136); councils and synods (Rule 137); Holy See—popes, congregations, tribunals, and offices of the Roman curia (Rule 138); concordats (Rule 139); indulgences (Rule 140); religious orders (Rule 148); 3) publications of institutions, and of societies attached to local institutions (Rules 120, 163-168, 171, pp. 142-150); e.g., ladies altar societies (Rule 120); churches (i.e., edifices, the body of faithful forming the parish, or the geographical territory of the parish), basilicas, cathedrals, chapels, baptisteries, etc. (Rule 163); churches, etc., in open country (Rule 164); subsidiary chapels within parishes (Rule 165); other subsidiary institutions, e.g., monastic and convent churches, altars, chapels, cathedral and collegiate chapters, parish church committees and study clubs (Rule 166); monasteries, abbeys, convents, etc. (Rule 167); shrines (Rule 168); cemeteries (Rule 171); anonymous martyrdoms and legends of the saints (Rule 202 a-1).

In the limited space allowed the reviewer it is not possible to discuss each of the above rules in detail. As a member of the Code Revision Committee and of the Subcommittee on Religious Bodies, the reviewer had a part in the preparation of the revised code and, needless to say, regards the results as, in the main, about as good as could be expected at this stage of cataloging experience in respect to religious litera-

1. Preface, p. xlii.

ture. Up to the last decade little attention has been given to careful cataloging of this type of printed material.

Off hand, it appears to the reviewer that the revised A.L.A. rules now offer greater assistance in the cataloging of Catholic materials than do the Vatican rules. However, some will no doubt regret that the A.L.A. rules are in some instances more complicated, more difficult in their application, than the Vatican rules. For example, the practice is to enter saints, except sovereigns, consistently under the Latin form of the name and always under the forename. But the A.L.A. rules call for the Latin form only for early and medieval saints, making exceptions even then for biblical names, and for national saints and those of predominantly local interest. Biblical names are given in their English form, while national and local saints are entered under the vernacular form of name. Modern saints are normally entered under the vernacular form of forename, but those canonized long after death and known in history and literature by their surnames are entered under surname. Exception is also made for noblemen, who are entered under the rule of noblemen.

Similarly, one finds the A.L.A. rulings for names of persons in religious orders quite complicated when compared with the streamlined rulings of the Vatican code. The difference in treatment arises largely from the fact that the Vatican rules do not tell the cataloger what to do when complete information is not available, while the A.L.A. rules attempt to provide for this common contingency. The A.L.A. practice, however, takes on an additional awkwardness to the eye of a Catholic by not adopting the Vatican practice of adding order symbols. The reviewer is of the opinion that Catholic libraries may well employ designation of religious order in this class of entries, and that entries under surname (followed by forename and order designation) need not carry in addition the title "father", "mother", "brother" or "sister" as required by A.L.A. practice.

It is to be expected that some Catholic librarians will be disinclined to accept Rule 130a, which requires early ecclesiastical documents to be entered directly under the name of the person responsible for the documents rather than under the name of the church body which he represents. In this connection, it is to be borne in mind that the compilers had to make the

rules as acceptable as possible to all classes of libraries. Reflection on this circumstance will help Catholic librarians to understand some features of the treatment of Catholic aspects of cataloging problems which may strike them, at first glance, as rather odd. Nevertheless, Catholic librarians have much to be grateful for in the generous attention given in the new code to cataloging problems arising from Catholic literature. The reviewer, as the Catholic representative on the Code Revision Committee, is happy to have this opportunity to attest to the sympathetic, intelligent and cordial reception accorded his suggestions by the Committee, and, particularly, by Miss Julia Pettee, chairman of the Subcommittee on Religious Bodies.

COLMAN J. FARRELL, O.S.B.,
St. Benedict's College,
Atchison Kansas.

Administering library service in the elementary school. By Jewel Gardner and Leo B. Baisden. Chicago, American Library Association, 1941. Pp. x, 161. \$2.25.

Within the past two decades the secondary school library has progressed immeasurably because of the availability of literature on the nature and solution of its problems, experiences and experiments in the field, and predictions from the forward-looking among its librarians. But the elementary school library tells a very different story of its retarded development characterized, by what we might well call, its growing pains. A functional approach, therefore, to a general study of the elementary school library by a school librarian in collaboration with her deputy superintendent is a wholesome indication of a worthy trend in publication—the integration of the classroom, the school library and the administrative aspects of the school.

It is to be expected that such a work would deal with the usual technical and routine duties of the elementary school library. And in this respect the book is not a substitute for professional preparation in librarianship. Its particular contribution, however, lay in its discussion of the organizational and administrative relations of the various school and library services. The timely photographic reproductions of school library activities add a spirit of realia to these discussions. The inclusion of an abridged "D.C." schedule, of sample simplified bibliographies on units of study, of processing steps, and of subject

headings for a vertical file, clearly define the work and limit its scope to the problems of the elementary school library.

Aware of the modern emphasis on guidance the authors have given over about one-fourth of their publication to this important phase of education. Herein library usage is integrated with reading guidance and recreational reading and terminates with the benefits and services available through the use of public library facilities.

The work is in no sense a panacea for all the problems encountered in the elementary school library but it is an excellent introduction to a new and vitalized general literature and may very well serve to pioneer on this level a vast and highly important series of publications on specific problems common to the elementary school library, as did Miss Fargo's *The library in the school*, in the secondary school field.

Public administration and the library. By Arnold Miles and Lowell Martin. University of Chicago Press, 1941. Pp. 313. \$3.00.

This is the third in a series of studies of the library in relation to government, the other two being *The government of the American public library*, by Carleton B. Joeckel, and *People and print*, by Douglas Waples.

Mr. Miles of the American Municipal Association and Mr. Martin of the Chicago Public Library have made a valuable contribution to the field of library administration literature, particularly in the chapter entitled "Library Measurement". Also, in their discussion of the relationship of the public library to the public schools the authors point out the necessity of close co-operation, and the various matters to be considered in the joint operation of these agencies.

Other subjects of interest are "The Public Librarian: a Public Administrator", "State Library Functions and Agencies", "Local Government and Library Extension", "Library Finance", "State and Federal Governments and the Support of Library Service", and "Board Form of Library Organization". A selected bibliography and index round out a very useful volume.

Colombian government publications. By James B. Childs. New York, H. W. Wilson Co., 1941. Pp. 41.

Mr. Childs continues in this brief monograph his laborious task of listing the numerous and

various official publications of the different Latin American countries. It is a valuable and indispensable tool for the student, scholar, and librarian interested in the organization of the various departments and administrative agencies of the government of the Republic of Colombia and their publications.

C. E. CASTAÑEDA,
University of Texas.

Mexican government publications. A guide to the more important publications of the national government of Mexico, 1821-1936. By Anita Melville Ker. Washington, Government Printing Office, 1940. Pp. xxi, 333. \$1.25.

Here at last is a guide to and a bibliographical description of a selected group of official Mexican publications from independence to 1936. What a boom to those who work in the bewildering mass of Latin American serial publications. This guide will prove of inestimable value to the librarian as well as to the student of the constantly changing organization of the various departments and agencies of the Mexican government. It includes the principal publications of the executive, legislative, and judicial branches of the government. It does not include those of the National University, the Museo, nor the different learned societies under government patronage. Nevertheless, it is a valuable and welcome addition to our bibliographical materials on Latin America.

C. E. CASTAÑEDA,
University of Texas.

A bibliographical manual for students of the language and literature of England and the United States. A short-title list compiled by John Webster Spargo. Second edition. Chicago, Packard and Company, 1941. Pp. x, 260.

The 1939 edition had only 191 pages. This, therefore, is very much enlarged and rearranged. It also has a desirable nine-page author-entry index missing in the first edition. In both editions the table of contents serves as a good subject index; it is detailed and graphic.

This manual is a rival of Tom Peete Cross's much more compact and smaller *Bibliographical guide to English studies*, now in its seventh edition. For a student's personal copy Cross is good; for a library Spargo's is much better. Every graduate student in English ought to have one of them.

Spargo's manual conveniently and intelligently lists for a graduate student all the reference

books, bibliographies, and scholarly journals about which he ought to know and which he may need to launch him in his researches. It is good for any library; it is indispensable for libraries dealing with advanced students in English.

A. J. A.

Auditing of colleges and universities. By J. Harvey Cain. Washington, D. C., American Council on Education, 1940. Pp. v, 77. \$0.50.

This pamphlet presents in detail the proper accounting and auditing procedure in colleges and universities. An educational institution incorporated for non-profit purposes, never to be considered a business, must follow businesslike practices to continue as such.

Universities differ slightly from other non-profit institutions, such as charitable societies, etc., in that they have something to sell, namely, courses of study for a stated stipend which when fulfilled, constitutes a legal claim for services rendered. It follows from the above that non-profit educational institutions must take into consideration in periodic financial statements such items as accruals, depreciation and reserves which might well be disregarded in eleemosynary institutions. The author brings out these points very clearly. He stresses in particular the fact that an accrual basis is far superior to a cash basis because otherwise misleading financial reports would result.

The pamphlet presents a very comprehensive picture covering all phases of university accounting.

JOHN H. KUSEL

Ring up the curtain. By Cecilia Mary Young. St. Paul, Library Service Guild, 1941. Pp. 279. \$2.75.

In her chapter on "The Drama in Education" the author states, "The above chapter is by no means a survey; it merely spotlights an occasional unit of work being done in the Catholic colleges and schools. A larger work is in contemplation giving details and a fuller resumé of the continuous contributions by Catholic colleges and schools to the Catholic drama movement in America for the past two hundred and ninety years." It is to be regretted that the material in the present work was not withheld until its incorporation in the forthcoming volume would have resulted in a positive contribution to the tributary theatre. As it is, Miss Young offers the public a book of questionable value. The sec-

tions devoted to the history of the drama are but a cursory sketch of a vast and far-reaching field; and the chapters dealing with the practical aspects of play production merely repeat in a not-too-facile style the most elementary principles of dramaturgy.

No doubt the helpless and, dramatically speaking, untutored grade and high school teachers who must perforce direct the school play will label *Ring up the curtain* a boon to the needy. But how, one asks, are standards of Catholic theatre ever to approach their true integrity—the approach to God through Beauty—if dramatic teachers be not given some professional training?

The play list appended to the present volume includes some of the latest and most worthwhile offerings from the pens of Catholic authors. Emmet Lavery's *Kamiano* and Father Nagle's *Savanarola* are cases in point. But the list also includes many of the cloyingly sentimental "tried and true" convent dramas—plays which render service neither to religion nor the theatre.

SISTER M. CAMILLUS, I.H.M.,
Marywood College, Scranton, Pa.

The Southern Negro and the public library. By Eliza Atkins Gleason. University of Chicago Press, 1941. Pp. 218. \$2.50.

Here is a fairly accurate and careful analysis of a delicate program. I believe that the public libraries of the South will benefit greatly because of Miss Gleason's thorough and painstaking labor. The information recorded goes back before the year 1938 which indeed is not surprising when one considers the great difficulty in obtaining statistics. Since then the W. P. A. and N. Y. A. have greatly aided these institutions and no mention is made of their work as foretold in the preface.

A preference is shown by the writer for the libraries administered by independent administrative boards as opposed to the public and civic municipal and state libraries. She states that this is opposed to the common opinion of many library authorities. It recalls to my mind a conversation with the head librarian of a city in Illinois and his exclamation, "Why no library service for Negroes throughout the state, and Miss Esse Mae Culver, President of the A.L.A., in charge of the Louisiana Library Commission?" I recall also the disappointment of a Boston librarian at some effort and contacts he had made

in the South. Having described the situation that put a minus sign after the total Negro population he exclaimed, "Why even some of our branch libraries have a greater circulation than that!"

There is one slight omission which should make itself known alongside of the footnote on page 189. For I am under the impression that Xavier University of New Orleans, La., has also opened a Library School and it seems to me that their library is not surpassed by any Negro institution in the southland in the thirteen states surveyed. No doubt if the author knew of it her preference for independent libraries might surely have prompted her to mention it, as they now have a children's library open and conduct an extensive system of branches or stations in about thirty schools in Mississippi, Louisiana and Texas, and some of these are open to the public.

It is regrettable that the good word said for the Hampton Library School which closed in 1938 does not manifest itself in the statistics in a more pronounced manner. It seems, however, that the opinion of the author is that branch librarians under a centralized system are handicapped as compared to librarians in independent libraries who act under an administrative board, and these librarians seem to have had a better training.

Any one interested in library science will find this book refreshing and provocative of good ideas which will urge one forward in giving better library service whether in the North or the South of this great country of ours. However, the author concludes that the greatest hope "lies in the more active entry of state and federal governments into the field of public library service by means of grants-in-aid", but gives no convincing argument to prove it, as a means or even a hope of equalization of library service.

REV. JOHN R. TIMPANY, S.S.J.
St. Peter Claver's Reading
Room, New Orleans, La.

American mottoes and slogans. By George Earle Shankle. New York, H. W. Wilson, 1941. Pp. 183. \$1.75.

The author has traced some three hundred slogans to their sources, and has explained their significance, original and historical, whenever the information was available. As is stated in the Introduction, the book does not purport to be an exhaustive source of American mottoes and

slogans. It includes principally slogans of political and social significance: slogans of party campaigns, personal slogans, and a negligible number of religious slogans.

State mottoes are also included. Most of their data are taken directly or condensed from the author's earlier work, *State names, flags, seals, songs, birds, flowers and other symbols*. There is some evidence of revision and the material has been brought up-to-date with the inclusion of Indiana's motto which was adopted after the first book had been published.

The book is alphabetically arranged and has an abundance of cross references. It may be readily used for reference, and at the same time the material is so ordered that it provides an interesting study of historical trends. Two or more slogans having the same significance are treated together with a cross reference appearing in proper alphabetical order, e.g., *Don't swap horses in the middle of the stream*, and *Vote as you shot* are treated coordinately under the first and a cross reference is used to identify the second. Likewise, campaign slogans are chronologically arranged with cross references under the political party; the complete information appears alphabetically under the slogan. The outstanding slogans of Democratic Presidential campaigns from 1840 to the last election are included; Republican slogans begin with the campaign of 1856 and include the 1940 campaign for Willkie.

It is interesting to note the recurrence of old slogans and their popular adaptation, as well as the variety of new slogans reflecting sudden and gradual changes in government policy and popular opinion; e.g., directly above *Ships will win the war*; which was the American slogan in the First World War, appears a cross reference from *Semper paratus* to *Keep 'em flying*, which is on everybody's lips during the present conflict. Other pertinent slogans that have recently been set forth are included, such as, *Make America the arsenal and the larder of democracy*; some that have already been outmoded, such as, *Give aid to Britain by all methods short of war*; and some that are still used consistently after several decades, such as, *To the victors belong the spoils*.

The numerous bibliographical footnotes reveal the breadth of the author's research, and the variety of sources consulted gives some indication of the need for collecting material that was so widely dispersed.

DOROTHY E. LYNN,
University of Scranton.

Directory of microfilm sources including photostat service. Compiled by Ross C. Cibella. New York, Special Libraries Association, 1941. Pp. 56. \$0.75.

A directory of 202 institutions having microfilm cameras and readers and/or photostat service, and of thirteen firms offering commercial reproducing services. There are thirty pages of sample order forms and geographical and equipment indexes.

The organization and administration of library service to children. By Mary Rinehart Lucas. Chicago, A.L.A., 1941. Pp. viii, 107. Photographed. Paper. \$1.25.

Judging from the number of current library publications on the subject of organization and administration it appears that interest is definitely focused on types of specific library services. Not since Effie Power gave the profession her *Library service for children* have we had a general interpretation of the administrative aspects of children's librarianship. For the first time there is an attempt to compare several different types of library service for children. This study, conducted under the auspices of the Graduate Library School of the University of Chicago, is a scientific investigation employing the method of the personal interview.

The field is limited to those public libraries serving children below the high school level in a group of twelve cities with populations of more than 200,000. The reason for this specific group of libraries is that it presents a clean-cut organization pattern capable of detailed analysis. In centers of lower population figures children's service as a separate organization does not exist. The libraries chosen for observation and interview are located in the East and Middle West in population areas of from 253,000-4,000,000. In these the number of assistants vary from none at all to fifty and the borrowers from 24,500-227,000. Personal interviews were held with the chief librarian, with the director of children's work, with the branch supervisor and with the chief of the schools' department.

Accordingly the types of service administrations fall into four groups: 1) advisory; 2) co-operative; 3) supervisory; 4) control. These four categories form the pattern of the research reported in four chapters, each covering service functions such as general management, personnel administration, book selection, readers' advisory service, and special routine processes. Charts and

tables serve to clarify and to relate the findings culled from the twelve libraries.

The conclusions arrived at by the author of the problem are that library practice in children's service has not become standardized and that there is little evidence of deliberate planning for organization of such service; also that the administration is little affected by the type of service set-up. The major differences, however, lie in the functions of general management and personnel administration. On the whole the study is an interesting analysis of existing policies in practice and will prove helpful to administrators of service to children. But the greatest contribution will perhaps be made to the literature of librarianship wherein comparative evaluations concretize theoretical knowledge.

Bibliography of economic books and pamphlets by Catholic authors, 1891-1941. By Paul J. Fitzpatrick and Cletus F. Dirksen, C.P.P.S. Washington, Catholic University of America Press, 1941. Pp. xi, 55. \$0.50.

"The bibliography has two purposes. First, it seeks to meet the needs of numerous persons who have asked for a complete list of books on economic subjects written in English by Catholics during the past fifty years. Second, it aims to commemorate, in however modest a way, the anniversary of the economic Encyclicals *Rerum Novarum*, issued by Pope Leo XIII in 1891, and *Quadragesimo Anno*, by Pope Pius XI in 1931 . . . A list of pamphlets on economic subjects by Catholic writers has also been prepared, and has been made Part II of the present outline. Because of the peculiar characteristics of pamphlet material, for example, their time and place relations and the inclusion of whatever important data they may contain in subsequent volumes, it was decided to restrict the present outline to cover pamphlets published by Catholics during the past twenty years.—Preface.

The basic difficulty of defining "economics" has not been met too satisfactorily. Some books on Communism, Socialism, etc., are included; general books on social science, e.g., works of Eva J. Ross, Murray and Flynn, etc., are omitted. There are many entries on bookkeeping and accounting and on business and corporate practice. The major objections to this *Bibliography* are the failure to describe and evaluate titles; secondly, the separation of books and pamphlets. An author's work should be kept together regardless of the form in which it is issued.

BOOKS RECEIVED

Note: This list does not include books reviewed in this issue. Mention here does not preclude later review.

The American spirit in fiction. By Annie Laurie Etchison. Reprinted from *The Booklist*, June 15, 1941. American Library Association, 1941. 8p. \$0.25.

A reading list.

Britannica Junior; an encyclopaedia for boys and girls. Prepared under the supervision of the editors of the *Encyclopaedia Britannica*. Chicago, Encyclopaedia Britannica, Inc., 1941. 12v.

Britannica Junior units of study material.

Catalogers' and classifiers' yearbook, 1941. Chicago, American Library Association, 1941. Pp. 75. \$1.25.

Christian crisis. By Michael de La Bedoyere. New York, Macmillan, 1942. Pp. 210. \$1.75.

Civil liberties and democracy. By Margaret Fulmer. Reprinted from *The Booklist*, July 15, 1941. American Library Association, 1941. Pp. 24. \$0.25.

A reading list.

Color, class, and personality. By Robert L. Sutherland. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1942. Pp. xxiii, 135. Cloth, \$1.25; paper, \$0.75.

A course of study in radio appreciation. By Alice P. Sterner. New York, Educational and Recreational Guides, 1941. Pp. 36. \$1.00. Twenty-two curriculum units.

The crisis in cataloging. By Andrew D. Osborn. American Library Institute, 1941. Pp. vi, 19. A paper read before the American Library Institute at the Harvard Faculty Club, June 21, 1941.

Economic democracy. By Margaret Willis. Reprinted from *The Booklist*, October 15, 1941. American Library Association, 1941. 8p. \$0.25.

A reading list.

Encyclopaedia Britannica; a new survey of universal knowledge. Chicago, Encyclopaedia Britannica, Inc., 1941. 24v. Sold on a subscription basis.

(Concluded on page 160)

VICTORY BOOKS Selected by Experts

John M. O'Loughlin, Editor

BIBLIOGRAPHY: William T. O'Rourke, librarian, Public Library, New Bedford, Mass.

BIOGRAPHY: Sister Jane Frances, O.S.B., Mt. St. Scholastica College.

EDUCATION: Edward A. Fitzpatrick, editor, *Catholic School Journal*.

FICTION: Francis X. Connolly, professor of English, Fordham University.

GENERAL REFERENCE: Paul R. Byrne, librarian, University of Notre Dame.

HISTORY: J. M. Burke, S.J., professor of history, Boston College.

LITERATURE: Harold C. Gardiner, S.J., literary editor, *America*.

MISSION LITERATURE: Phillips Temple, librarian, Georgetown University.

PHILOSOPHY: J. Quentin Lauer, S.J., editor, *The Modern Schoolman*.

RELIGION: The Editor.

SCIENCE: M. J. Ahern, S.J., head, department of geology, Weston College.

SOCIAL SCIENCE: Eva J. Ross, professor of sociology, Trinity College.

YOUNG PEOPLE'S SECTION: Mary Kiely, editorial-secretary, Pro Parvulis Book Club.

Consult a copy of the 1941 Supplement to the Reading List for Catholics.
Fifteen Cents.

Catholic Library Association

Box 346

SCRANTON, PA.

HENRI GHÉON

(Concluded from page 137)

- Promenades avec Mozart* (l'homme, l'oeuvre, le pays). Paris, 1932.
- Les propos interrompus* (comédie en un acte). Maison du Livre, 1926.
- La quête héroïque du Graal* (action romanesque et féerique). Paris, 1938.
- La rencontre de Saint Benoît et de Sainte Scholastique*. Paris, Blot, 1927.
- Le saint Curé d'Ars*. Paris, Flammarion, 1931.
- Sainte Anne d'Auray*. Paris, Flammarion, 1931.
- Sainte Marguerite Marie*. Marseille, Publiroc, 1931.
- St. Jean Bosco*. Paris, Flammarion.
- St. Maurice ou l'obéissance*. La Revue Universelle, 1922.
- St. Nicholas*. Paris, Desclée de Brouwer.
- Solitude de l'été*. Mercure de France. Poems.
- Témoignage d'un converti*. See *L'homme né de la guerre*.
- Triomphe de Notre-Dame de Chartres*. Paris, Blot, 1927.
- Triomphe de Saint Thomas d'Aquin* (à la manière des vieux âges). La Vie Spirituelle, 1925.
- Les trois martyrs Fuscien, Victor et Gentien*. Paris, Jeux Trêteaux et Personnages, 1936.
- Les trois miracles de Sainte Cécile*. Paris, Blot, 1929.
- Les trois sages du vieux Wang* (drame chinois en quatre tableaux d'après des documents authentiques). Paris, Blot, 1927.
- La vie profonde de Saint François d'Assise*. Paris, Blot, 1926.
- La vieille dame des rues*. Flammarion, 1930. (First edition around 1900.) Novel.

II. TRANSLATIONS

- Christmas on the village square* (or the Mysteries of the childhood of Jesus; the five joyful mysteries of the rosary in three parts). Tr. by Sister Marie Thomas. Rosary College, River Forest, Ill., 1938.
- In search of Mozart*. Tr. by Alexander Dru. Sheed, 1936.
- Journey of the three kings*. A play for very small people. Tr. by C. C. Martindale. Sheed, 1935.
- Marriage of St. Francis*. A translation by C. C. Martindale of *La vie profonde de St. François*. Sheed, 1933.
- Marvellous history of St. Bernard*. Adapted from a MS. of the XVth century; tr. into English by Barry V. Jackson; preface by C. C. Martindale. Sheed, 1933.
- St. Germaine of the Wolf Country*. Tr. by F. J. Sheed. Sheed, 1932.
- St. Nicholas*. Tr. by F. J. Sheed. Sheed, 1936.
- St. Vincent Ferrer*. Tr. by F. J. Sheed. Sheed, 1939.
- Secret of St. John Bosco*. Tr. by F. J. Sheed. Sheed, 1935.
- Secret of the Curé d'Ars*. With a note on the saint by Gilbert K. Chesterton. Tr. by F. J. Sheed. Longmans, 1929; Sheed, 1931.

Secret of the Little Flower. Tr. by Donald Attwater. Sheed, 1934.

Three plays. Sheed, 1937. (Contents: *The comedian*. St. Francis. *The marvellous history of St. Bernard*.)

III. CRITICAL AND BIOGRAPHICAL MATERIAL

- Auvergne, Dominique. *Regards catholiques sur le monde*. Paris, Desclée de Brouwer, 1938.
- Avant-propos aux *Lettres et essais de Pierre-Dominique Dupouey*. Bloud et Gay.
- Bateman, May. "Henri Ghéon." *Dublin Review* 180:73-86. 1927. Same article in *Fortnightly Review* 131:234-248. 1929.
- Brégy, Katherine. "Concerning Henri Ghéon." *Catholic World* 130:1-13. 1929.
- Bremond, Henry, et al. *Manuel de la littérature catholique en France de 1870 à nos jours*. Paris, Spes, 1939.
- Calvet, J. *Le renouveau catholique*. Paris, Lanore, 1931.
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CORRECTION

In the December issue, p. 93, *Booklist Books 1940* was incorrectly priced at 75 cents; the single copy price of this issue is 40 cents.

New Books

BOOK CLUB SELECTIONS

Catholic Book Club—January

CONNOLLY, JAMES B. *Canton Captain*. Doubleday, Doran, 1942. \$3.50.

Biography

MARITAIN, RAISSA. *We have been friends together*. Longmans, 1942. Pp. 208. \$2.50.

A book of memoirs by the wife of an outstanding philosopher of our time, Jacques Maritain. In this volume Madame Maritain presents a story of an intellectual and spiritual pilgrimage from the depths of contemplated suicide to the haven of faith and intellectual satisfaction. Would that this story of the Maritains' quest for certainty could be placed in the hands of the thousands of intellectuals in our own United States whose moorings have been snapped by the present world-wide catastrophe!

MEEHAN, THOMAS A. *The man with the iron hand and heart. Story of Henri de Tonti, Catholic explorer and adventurer*. Our Sunday Visitor Press, 1941. Pp. 40. \$0.10.

Biography of an Italian who explored the mid-West in the late 17th century.

Conduct of Life

GARTLAND, FRANK E., C.S.C. *The latest American tragedy*. Our Sunday Visitor Press, 1941. Pp. 15. \$0.10.

"A challenge to men in the service" to keep clean for the girl left behind.

JOHNSON, GEORGE. *The practical aspects of patriotism*. Our Sunday Visitor Press, 1941. Pp. 39. \$0.15.

Catholic Hour addresses, Oct. 5-26, 1941. Contents: Patriotism in daily life. Patriotism in the home. Patriotism in the community. Patriotism and play.

LORD, DANIEL A. *Don't hate your job. A story of Christ, yourself, and your job*. Queen's Work, 1941. Pp. 32. \$0.10.

LORD, DANIEL A., S.J. *This virtue called tolerance*. Queen's Work, 1941. Pp. 40. \$0.10.

The limits of tolerance and intolerance.

Fiction

KAYE-SMITH, SHEILA. *The secret son*. Harper, 1942. Pp. 300. \$2.50.

This new tale of Miss Kaye-Smith's Sussex country has a modern setting yet shows subtly the differences between older ideals of love of land and of marital constancy with modern attraction to city life and looser marital conventions. A carefully written social novel which will interest adults chiefly.

Juvenile

ERNEST, BROTHER. *Eddie of Jackson's gang*. St. Anthony Guild Press, 1941. Pp. 245. \$1.00.

A juvenile novel about a boy trained to become a criminal after having been adopted from a Catholic orphanage. This narrative of a way of life of some young people is pietistic but not pious, somewhat over-emphasizing aspects of social work.

Literature

AMBROISE. *The crusade of Richard Lion-Heart*. Translated from the old French by Merton Jerome Hubert. With notes and documentation by John L. La Monte. New York, Columbia University Press, 1941. Pp. xi, 478. \$4.00.

A translation in octosyllabic rhymed couplets of a late thirteenth century epico-historical account of the third crusade. The original poem was presumably written around 1200 by a "professional poet or jongleur attached to the army of King Richard". In content, style and rhyme the translator seeks to reproduce as accurately as possible the doggerel of the original at its best and worst. "With all its prejudice and partisanship, with all its piety and bloodthirstiness, with all its epic redundancy and exaggeration, the account of Ambroise remains nevertheless finer than any other account of the crusade of Richard and also one of the most significant documents extant in revealing the mind and spirit of the crusaders—those men who threw themselves heart and soul into futile and disastrous warfare, enduring hardship and discouragement for the sake of a religious and chivalric ideal." —Introduction.

LORD, DANIEL A., S.J. *That made me smile. A collection of incidents that have amused me "Along the way".* The Queen's Work, 1941. Pp. 170. \$1.00.

Many of these are anecdotes rather than jokes. After-dinner speakers will find the book particularly useful.

LYNCH, JOHN W. *A woman wrapped in silence.* Macmillan, 1941. Pp. 275. \$2.00.

A touching and human portrait of the woman who is the Mother of God. It is an appealing and simple narrative poem depicting the great moments in the lives of Jesus and Mary, from the message of Saint Gabriel to the tremendous climax of Calvary.

Music

CAMPBELL, WILLIAM E. *Easy notation for singing the Proper of the Mass.* St. Anthony Guild Press, 1942. Pp. 189. \$1.00.

A text for beginners in plainsong. Variant propers are given for all feasts of "double" rite, (1st class, 2nd class, major), Sundays, Ember and Rogation Days, Vigils and Forty Hours.

CAMPBELL, WILLIAM E. *Easy notation hymnal.* St. Anthony Guild Press, 1942. Pp. xxxix 61. \$0.25.

A beginner's text with a simplified notation system. All common hymns, liturgically correct, are included.

Reference

SCHUSTER, GEORGE N., S.M. *Living Catholic authors of the past and present*, v. 2. George N. Schuster, 4701 S. Grand Boulevard, St. Louis, Mo., 1941. Pp. 24. \$0.35.

A unique portrait gallery of Catholic authors with brief biographical notes and a list of their major works. A striking "tree of Catholic literature" is a center insert which could be removed for display. Excellent for Press Month and National Catholic Book Week.

Religion

BOLAND, PASCHAL. *Meditorials.* The Grail, St. Meinrad, Indiana, 1942. Pp. 31. \$0.10.

Brief stimulating sentences and paragraphs for spiritual meditation.

COOPER, JOHN M. *Religion outlines for colleges. Course IV: Life problems.* Second edition, revised. Washington, D. C., Catholic Education Press, 1941. Pp. xx, 273. \$1.35.

Father Cooper's *Religion outlines* are well known. So far Course I, II, and the present have been revised. Changes are claimed for

"nearly page" and "a good many pages have been added" and the references have been brought up to date with ninety additions. Intended primarily for seniors in college, *Life problems* would appear to be eminently suitable for seniors in high school, too. Indeed, its chapters on choosing your life-work, your life-mate, courting, entering wedlock make it suitable and interesting for all intelligent young people—and for many older ones.

FRANK, HENRY. *A guide for confession.* Our Sunday Visitor Press, 1941. Pp. 40. \$0.10.

Questions for a detailed examination of conscience based on the Commandments of God and the Church, prayers and suggestions on scrupulosity.

HERBST, WINFRID. *The Savior of the world.* Ozone Park, New York, Catholic Literary Guild, 1942. Pp. 199. \$1.50.

A series of fifty-five short chapters intended to serve as matter for meditation on the nature, personality, and especially the Passion and Seven Last Words of Christ. Somewhat difficult for lay use.

KEMPFF, PLACIDUS, O.S.B. *Gospel movies.* The Grail, St. Meinrad, Indiana, 1941. Pp. 30. \$0.10.

Illustrated meditations on events in Christ's life.

Maryknoll mission letters. Field Afar Press, 1942. Pp. 55. \$0.50.

Intimate, detailed, fascinating letters of missionaries portraying religious, economic and social conditions in China today.

NATIONAL CATHOLIC WELFARE CONFERENCE. *Crisis of Christianity.* National Catholic Welfare Conference, 1941. Pp. 27. \$0.05.

A statement of the Administrative Board of the National Catholic Welfare Conference, deputed by the Bishops of the United States meeting in annual session at Washington, D. C., November 12-13, 1941, to express their mind on the historic position of the Catholic Church regarding the solution of problems incident to the present international and national situation.

Novena for peace and victory. Paulist, 1942. Pp. 32. \$0.05.

Prayers for a novena and a selection of approved prayers for peace and for people in times of war.

ROSS, J. ELLIOT. *Catholicism as creed and life.* Devin-Adair, 1941. Pp. 90. \$0.50.

A summary of Catholic belief and practice designed as a text for Catholics and a convert guide. With a bibliography and index.

BOOKS RECEIVED

(Concluded from page 156)

Essentials of non-oral beginning reading. By James E. McDade. Chicago, Plymouth Press, 1941. Pp. 30.

Guide to library facilities for national defense. Revised edition. Edited by Carl L. Cannon for the Joint Committee on Library Research Facilities for National Emergency. Chicago, American Library Association, 1941. Pp. 448.

How libraries may serve. U. S. Office of Education. Pp. iv, 20. \$0.15.

Keep fit with the right foods. By Helen S. Mitchell. Reprinted from *The Booklist*, September, 1941. American Library Association, 1941. 4p.

Latin America; a new view of our neighbors to the South. Chicago, F. E. Compton & Co., 1941. Gratis. A reprint of three articles from the 1941 edition.

Latin American journals dealing with the social sciences and auxiliary disciplines. Washington, D. C., Pan-American Union, Division of Intellectual Cooperation, 1941. Pp. 74. Mimeographed.

Man is a weaver. By Elizabeth Chesley. New York, Viking Press, 1942. Pp. 334. \$2.50.

Modified Dewey, 200 class. A modification and expansion of the Dewey Decimal Classification in the 200 class. By Richard J. Walsh. Philadelphia, P. Reilly, 1941. Pp. 135. \$3.00.

Organization and administration of library service to children. By Mary Rinehart Lucas. Chicago, American Library Association, 1941. Pp. 108. \$1.25.

Pioneer life. By Robert B. Weaver and Dorothy W. Weaver. Reprinted from the 1941 edition of *The World Book Encyclopedia*. Chicago, Quarrie Corp., 1941. Gratis.

Suggestions for a trade union library. By Orlie Pell. American Library Association, 1941. Pp. 16. \$0.25.

A reading list.

Thy people, my people. By E. J. Edwards. Bruce, 1941. Pp. 251. \$2.00.

University of Chicago Press catalogue of books and journals, 1891-1941. Chicago, University of Chicago, 1941. Pp. xxi, 432. \$1.00.

An author, subject, title and series index.

Out of Print

These publications issued by the Catholic Library Association are now out-of-print:

Saints for Modern Readers by Sister Jane Frances, O.S.B.

A Handbook of American Catholic Societies, by Willing and and Lynn

Contemporary Catholic Authors:

Agnes Repplier, by Regis Boyle

Helen C. White, by Austin App

James M. Gillis, C.S.P., by Richard Reid

See the back cover of this issue for titles still in print

Reprints of Scarce Books

American Catalogue

1876 to 1910

13 vols. \$190.00

Evans, Charles: *American Bibliography*

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